DOCUMENT RESUME

ED 236 294 UD 023 180

AUTHOR Sullivan, Francis D.
TITLE Emphasis on Latin American Cultures. Disadvantaged Pupil Program Fund. Evaluation Report, 1982-83.
INSTITUTION Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE Aug 83
NOTE 20p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Achievement Gains; *Adjustment (to Environment); *Cultural Awareness; Cultural Background; Disadvantaged Youth; *Hispanic Americans; *Native Language Instruction; Parent Participation; *Program Effectiveness; Program Evaluation; School Counseling; Secondary Education; Self Esteem; Tutoring
IDENTIFIERS Cleveland Public Schools OH

ABSTRACT

Emphasis on Latin American Cultures, a project in two junior high schools and one high school in Cleveland, Ohio, is evaluated in this report. The project is designed to help Hispanic students increase feelings of self-esteem through appreciation of their own heritage; acquire and strengthen skills necessary to improve their academic achievement; and facilitate adjustment to their new environment through Spanish language classes, intercultural awareness classes, tutorial assistance, and supportive counseling services. Inservice workshops are held for staff members and parent involvement is sought. In 1982-83, the project partially attained four objectives. Pre-post test data showed that although students in only one of the junior highs attained gains in Spanish language facility according to the stated objective, students in both schools posted statistically significant gains. Although the average rating of multicultural classes and tutoring and counseling services by participants met (or nearly met) the level of success indicated in the objectives, insufficient numbers of students provided the ratings to meet the criteria for successful attainment of the objectives. A curriculum revision activity met with limited success. Parent perceptions of project services could not be assessed because of insufficient data. (CMG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED236294

EMPHASIS ON LATIN AMERICAN CULTURES

DISADVANTAGED PUPIL PROGRAM FUND

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Fleming
Cleveland Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

1982-83
EVALUATION REPORT

Prepared by

Francis D. Sullivan
Project Evaluator

Typed by

Mary E. Logan

UD 023 180

Cleveland Public Schools

DEPARTMENT OF RESEARCH AND ANALYSIS

August, 1983

EMPHASIS ON LATIN AMERICAN CULTURES

1982-83 DPPF EVALUATION

PURPOSE AND OVERVIEW

Emphasis on Latin American Cultures was designed to help Hispanic students at three secondary schools to acquire and strengthen skills necessary to improve their academic achievement and to facilitate their adjustment to a new environment. The project aimed to increase student feelings of self-esteem by helping them to appreciate their own heritage while adjusting to a new language and culture. The program provided participating students in Grades 7 and 8 with Spanish-as-a-First Language classes to help them maintain their own language and intercultural awareness classes to enable the students to compare and contrast the Latin American and North American cultures. Tutorial assistance was available to students in Grades 9 to 12. Also, the project provided supportive counseling services to all participating students in Grades 7 to 12. Staff members participated in inservice workshops, and parents became involved in the project through parent-staff conferences, parent group meeting, and home visitations.

SERVICE SUMMARY

Pupils Served: 359 Grades Served: 7-12 Years in Operation: 13

Schools: 3 public
(See Appendix A)

Staffing:

Project Manager	- 1 FT
Bilingual Teachers	- 2 FT
Educational Advisors	- 3 FT
Educational Aides	- 2 FT
Clerk	- 1 FT

SUMMARY OF FINDINGS

The 1982-83 DPPF Emphasis on Latin American Cultures Project partially attained four objectives. One objective could not be assessed due to insufficient data. Results of pre/post test data using the Language Assessment Battery, Level III (Spanish Edition), showed that although students in one of the junior high schools attained gains in Spanish language facility according to the stated objective, students in both schools posted statistically significant gains. Also, although the average ratings of multicultural classes and tutoring and counseling services by project participants met (or nearly met) the level of success indicated in stated objectives, insufficient numbers of students provided the ratings to meet the criteria for success of the respective objectives. An objective seeking to assess parent perceptions of project services could not be assessed due to insufficient data. Finally, a curriculum revision activity met with limited success.

OBJECTIVES AND OUTCOMES

- Objective 1: Seventy percent of the students in Grade 7 and 8 multicultural classes will demonstrate an increase of 7 NCE units between pre-/post administration of the Language Assessment Battery, Level III (Spanish Edition)

  - Outcome: Objective 1 has been partially attained. Results of data analyses shown in Table 1, p. 3, revealed that 78.6% of the project students in both multicultural classes, Grade 7 and Grade 8, at Gallagher Junior High School showed a minimum pre/post gain of 7 NCE units. On the other hand, less than 70% of the students in both classes at Lincoln Junior High School achieved the 7 NCE gain required for attainment of the objective, although the Grade 7 class lay below the criterion by a mere 0.8% at 69.2%. A gain of 7 NCE units was achieved by 51.5% of the Grade 8 multicultural class students at Lincoln. Data was based on a pre-post administration of the Language Assessment Battery, Level III, Spanish Edition (LAB III Español) to seventh-and eighth-grade schools. Pretesting occurred in September, 1982, and posttesting took place in May, 1983. Table 1 shows that the pre/post gains on the LAB III Español exceeded 7 NCE units in three of the four groups. Supplementary t-test results indicated extremely low probabilities that the gains could have occurred by chance.

- Objective 2: Eighty percent of the participating students in Grades 7 and 8 will demonstrate an average rating of 5.5 or better on a 7-point rating scale, assessing the relevance, interest value, and knowledge content of the multicultural classes at Gallagher and Lincoln Junior High Schools.

  - Outcome: Objective 2 has been partially attained. Data based on the Emphasis on Latin American Cultures Student Survey (in either a Spanish or an English version, depending on student preference; see Appendix B), showed that the average rating assigned by the students exactly met the criterion for attainment of the objective but the percentage of respondents who provided the minimum rating for attainment fell short of the criterion. Although the average rating of 5.5 on a 7-point scale reflected the overall perception of students that the multicultural classes generally were successful, the rating represented the attitudes of only 72 students or 59 percent of the raters, far short of the 80 percent criterion for attainment. Table 2, p. 4, presents composite ratings by participants in the multicultural classes. Table 5, Appendix B, details the results of responses of the three survey items which dealt with the multicultural classes.

- Objective 3: Eighty percent of the participating students in Grade 7 through 12 will demonstrate an average rating of 5.5 or better on a 7-point rating scale assessing the relevance, interest value, and helpfulness of the tutoring and counseling services at all project schools.

Table 1
Language Assessment Battery, Level 3, Spanish Edition (LAB III Español
Results of Pre- and Posttest Administration to
DPPF Latin Cultures Students In Multicultural Classes
(NCE Scores)

School	Grade	N	Percent of Gains ≥ 7 NCE's	Mean Pre	Mean Post	Mean Gain	Sd	T-Value	Outcome*
Gallagher Junior High	7	28	78.6%	37.5	54.8	17.3	12.33	7.42	p.<.0001
	8	14	78.6%	50.8	62.3	11.5	9.20	4.68	p.<.0001
Lincoln Junior High	7	39	69.2%	45.7	58.1	12.4	13.02	5.94	p.<.0001
	8	33	51.5%	56.9	63.4	6.5	11.85	3.14	p.<.0029
Grade 7 Totals		67	73.1%	42.3	56.7	14.4	12.87	9.18	p.<.0001
Grade 8 Totals		47	59.6%	55.1	63.1	8.0	11.27	4.86	p.<.0001

*probability of chance occurrence

Table 2
Summary of Average Ratings of Multicultural Classes
By Participating Students in Grades 7 and 8

Junior High School	N	COMPOSITE RATING	
		$\bar{X}$	% of N
Gallagher			
Grade 7	31	5.5	48%
Grade 8	16	5.9	62%
Lincoln			
Grade 7	36	5.2	56%
Grade 8	39	5.8	69%
TOTAL	122	5.5	59%

- Outcome: Objective 3 has been partially attained. Data based on Parts II and III of the Emphasis on Latin American Cultures Student Survey (See Appendix B.) showed that the composite rating of 5.5 on a 7-point scale for project tutoring services exactly met the criterion for attainment of the objective. However, the composite rating of 5.4 for project counseling services fell barely short of the attainment criterion by 0.1 of a rating point. Also, for both tutoring and counseling services, the percentage of respondents who provided a composite rating of 5.5 or more lay below the 80 percent level required to indicate attainment of the objective. Table 3, p. 6, summarizes the composite ratings of project tutoring and counseling services by grade within school. The number of students responding to each item varied widely. See Table 5, Appendix B, for a detailed summary of student survey responses.

- Objective 4: Project staff will meet periodically to develop a curriculum guide on multiculture focusing on the language and the culture of the Hispanics.

  - Outcome: Objective 4 has been partially attained. The project manager had requested permission to conduct an 80-hour curriculum writing workshop during the summer, 1983, to revise the existing Multicultural Curriculum Guide. Proposed revisions included expansion of the scope of the curriculum guide to encompass the cultures and heritages of all Latin American countries, thereby removing emphasis on just one Hispanic region and culture. Further plans included division of the revised and expanded curriculum for treatment by appropriate secondary grade levels to ensure coverage of the full scope of the subject matter without needless repetition from grade to grade. However, due to budgetary concerns and recently promulgated school system guidelines limiting the length of curriculum revision summer workshops, the project manager was able to conduct a 40-hour curriculum revision workshop. Multicultural Curriculum Guide revisions were confined to topics considered in Grade 7 multicultural classes only. A copy of the revision is on file in the Department of Research and Analysis.

- Objective 5: Fifty percent of the parents of project students will demonstrate an average rating of 5.5 or better on a 7-point scale assessing the relevance, interest value, and helpfulness of the classes, tutoring, and counseling components of the project.

  - Outcome: Insufficient data exist to accurately determine the outcome of Objective 5. Initially, only 38 parents completed and returned the Emphasis on Latin Cultures Parent Survey (See Appendix C), including 28 submitted by one school. A second distribution of the survey in the other two schools yielded only four additional returns.

    Clearly, it is impossible to assess this objective on the basis of the available information. Only 12 percent of the parents responded even after two attempts to collect data. Since parents in one school submitted 28 of the 42 completed surveys the responses are not a

Table 3
Summary of Average Ratings of Tutoring and Counseling
By Recipients of Services in Grades 7 through 12

School	COMPOSITE RATING-TUTORING		COMPOSITE RATING-COUNSELING	
	$\bar{X}$	% of N	$\bar{X}$	% of N
Gallagher Junior High				
Grade 7	6.3	78%	5.6	40%
Grade 8	5.5	47%	5.0	40%
Grade 9	4.4	33%	4.5	40%
Lincoln Junior High				
Grade 7	5.0	25%	4.5	26%
Grade 8	4.4	21%	5.4	58%
Grade 9	5.9	60%	6.0	65%
Lincoln-West High*				
Grade 11	6.3	76%	6.1	63%
Grade 12	6.2	89%	6.2	75%

*Grade 10 Survey data were not reported.

random sample and the results cannot be generalized to represent the perceptions of the full complement of project parents. Nevertheless, results of the analysis of available data are presented in Table 4, p. 8. Although the information gleaned from the results lacks the validity inferred from the analysis of data gathered from a randomized sample, the results yielded facts which tend to support the conclusions of this study.

ADDITIONAL FINDINGS

As a result of the professional commitment of project staff, two participating students secured scholarships for further study. One student at Lincoln-West High School was awarded a $250 Kellogg Foundation Scholarship to attend the Presidential Classroom in Washington, D.C. Also, a student at Lincoln Junior High School received a three-year scholarship to attend a summer program at a New England preparatory school.

Staff turnover may have accounted for the nonachievement of Objective 1 at Lincoln Junior High School. Three different assigned teachers and a substitute teacher taught the multicultural classes at the school in 1982-83.

An analysis of Table 5, Appendix B, revealed several pertinent facts. Not one of the four multicultural class groups indicated that an 80 percent block of students could rate the overall success of the classes at 5.5 or better on the Latin American Cultures Student Survey. The percentages of students providing the 5.5 success rating ranged from 48% to 69%. However, three of the four classes provided a composite rating of 5.5 or better regarding the three aspects of the multicultural classes surveyed (better understanding of own culture, success in holding interest, and appreciation of own and other cultures) despite nonattainment of the 80 percent criterion. The highest composite rating (5.8) reflected the belief that the multicultural classes helped participants appreciate their culture and the cultures of other people. The lowest composite rating (5.1) pertained to the interest-holding factor of the classes.

An analysis of Item 5 provided the following information. Four of six groups in the project junior high schools rated the success of Latin Cultures tutors in holding student interest during tutoring sessions at levels below the criterion for attainment of the objective. As a result, the average rating in this category lay below 5.5, the indicator for attainment

In Part III of the survey, students rated their perception of the success of counselors in providing the kind of counseling services most needed by project participants. Two of three groups in one project junior high school rated counselor success in this category low enough to cause the average rating for the item project-wide to fall below the criterion for attainment. On the other hand, all three groups in the same school rated counselor success above the criterion for attainment in helping project participants improve or keep their interest in school. In the other project junior high school all three groups rated below the criterion for attainment the success of the counselor in providing services to help participants adjust socially in the school and in the community at large. Coupled with the lower rating of a group in another school, the resulting average rating for the item lay at 5.2, below the attainment criterion by 0.3 of a rating point.

Table 4
Average Ratings of Project Services
By Parents of Latin Americal Culture Students

Item	N	Average Rating
1. How well do you believe the Multicultural Classes have succeeded in teaching your child to better understand his/her culture and the cultures of other people?	33	6.4
2. How well do you believe the Multicultural Classes have succeeded in holding the interest of your child?	33	6.0
3. How well do you believe the Multicultural classes have helped your child to appreciate his/her culture and the cultures of other people?	33	6.4
COMPOSITE RATING - MULTICULTURAL CLASSES		6.3
4. How successful do you believe the Latin Cultures tutors were in helping your child with the school subjects in which he/she most needed help?	20	5.6
5. How successful do you believe the Latin Cultures tutors were in holding your child's interest during tutoring sessions?	21	5.1
6. How successful do you believe the Latin Cultures tutoring services were in helping your child to improve skills necessary to do well in school?	27	5.7
COMPOSITE RATING - TUTORING SERVICES		5.5
7. How successful do you believe the Latin Cultures counselors were in providing students with the kinds of counseling services they most needed?	40	5.8
8. How successful do you believe the services of the Latin Cultures counselors were in helping students improve or keep their interest in school?	41	6.0
9. How successful do you believe the Latin Cultures counselors were in providing services to students that helped them to learn to get along well in the community and in school?	39	6.3
COMPOSITE RATING - COUNSELING SERVICES		6.0
COMPOSITE RATING - PROJECT SERVICES OVERALL		6.0

Percent of Parents Rating Project Service 5.5 or more

PARENT REPRESENTATION

By School	Gallagher	Lincoln	Lincoln-West	Unknown
	10 (23%)	28 (65%)	4 (9%)	1 (3%)

By Grade	Grade 7	Grade 8	Grade 9	Grade 10	Unknown
	14 (33%)	17 (40%)	8 (19%)	3 (7%)	1 (3%)

It is noteworthy that in both groups for whom data exist in the project senior high school, students rated every item dealing with project tutoring and counseling services above the criterion for attainment of the objective.

CONCLUSIONS

The evaluation results indicated that the program partially attained four objectives. One objective could not be measured due to insufficient data. The stronger Spanish language gains appeared to have occurred at Gallagher Junior High School where 78.6% of the project students gained at least 7 NCE units from pre- to posttest. Although students in the multicultural classes at Lincoln Junior High School did not attain the objective as stated, observed NCE gains at the school did occur.

Surveys of students and parents assessed their perceptions of project services. Attainment of two-pronged objectives required that at least 80 percent of students and 50 percent of parents provide multicultural classes and tutoring and counseling services an average rating of at least 5.5 on a seven-point scale. Average student ratings of multicultural classes and project tutoring services exactly met the 5.5 criterion. The rating of counseling services fell short by 0.1 of a rating point. However, in none of the three categories was a minimum of 80 percent of the students able to provide a rating indicating project success. This factor seems to indicate a degree of dissatisfaction with project services, especially among participants in the two junior high schools. Noticeably greater percentages of high school students rated project counseling and tutoring services at 5.5 or more.

The 12 percent response rate to the Parent Survey, even after two attempts to collect data, may reflect Latin American cultural attitudes toward education in general. Parents seem to believe that if they do not hear from the school, the children are learning as they should and parents ought not become involved.

The limited success of the curriculum revision project may have been due to budgetary concerns and recently promulgated school system guidelines governing summertime writing activities.

The following recommendations are made:

- Continue the project.
- Conduct a study of project services and activities to determine sources of possible student dissatisfaction, with the intent of eliminating the sources and increasing student satisfaction with the program.
- Explore ways of acculturating parents to increase their awareness of the need for involvement in the educational processes of their children in the schools.
- Plan to conduct curriculum revision activities throughout the school year in a timely fashion.

APPENDIX A

SCHOOLS SERVED BY THE PROJECT

Joseph M. Gallagher Junior High School

Lincoln Junior High School

Lincoln-West High School

APPENDIX B

Table 5
Average Ratings of Multicultural Classes
by Participating Students in Grades 7 and 8

Item	Gallagher Junior High		Lincoln Junior High		Totals (N=122)
	Grade 7 (N=31) $\bar{X}$	Grade 8 (N=16) $\bar{X}$	Grade 7 (N=36) $\bar{X}$	Grade 8 (N=39) $\bar{X}$	$\bar{X}$
1. How well do you believe the Multicultural Classes have succeeded in teaching you to better understand your culture and the cultures of other people?	5.8	6.4	5.1	5.7	5.6
2. How well do you believe the Multicultural Classes have succeeded in holding your interest?	5.6	5.2	4.8	4.5	5.1
3. How well do you believe the Multicultural classes have helped you to appreciate your culture and the cultures of other people?	5.5	6.1	5.6	5.8	5.8
COMPOSITE RATING	5.5	5.9	5.2	5.8	5.5
Percent of Students Rating Project Service 5.5 or More	48%	62%	56%	69%	59%

APPENDIX B (Continued)
Table 5 (Continued)
Average Ratings of Tutoring and Counseling
By Recipients of Services in Grades 7 through 12

Item	Gallagher Junior High						Lincoln Junior High						Lincoln West High*				Totals	
	Grade 7		Grade 8		Grade 9		Grade 7		Grade 8		Grade 9		Grade 11		Grade 12			
	N	X̄	N	X̄	N	X̄	N	X̄	N	X̄	N	X̄	N	X̄	N	X̄	N	X̄
4. How successful do you believe the Latin Cultures tutors were in helping you with the school subjects in which you most needed help?	27	6.8	12	6.6	2	5.5	7	6.1	15	3.9	5	5.2	21	6.4	9	6.2	96	6.1
5. How successful do you believe the Latin Cultures tutors were in holding your interest during tutoring sessions?	27	5.7	15	4.9	3	4.0	10	4.2	15	3.9	5	6.0	17	6.4	9	6.2	107	5.2
6. How successful do you believe the Latin Cultures tutoring services were in helping you to improve skills necessary to do well in school?	27	6.4	14	5.3	3	4.0	14	5.3	19	5.2	5	6.4	21	6.1	9	6.2	112	5.8
COMPOSITE RATING - TUTORING		6.3		5.5		4.4		5.0		4.4		5.9		6.3		6.2		5.5
Percent of Students Rating Tutoring Services 5.5 or more		78%		47%		33%		25%		21%		60%		76%		89%		57%
7. How successful do you believe the Latin Cultures counselors were in providing you with the kinds of counseling services you most needed?	26	6.0	14	5.9	8	5.6	29	5.6	58	4.7	20	5.8	30	6.1	12	6.3	177	5.3
8. How successful do you believe the services of the Latin Cultures counselors were in helping you improve or keep your interest in school?	29	5.8	15	4.9	9	4.4	1	5.6	58	5.9	18	5.9	28	5.9	12	6.2	180	5.7
9. How successful do you believe the Latin Cultures counselors were in providing services that helped you to learn to get along well in the community and in school?	30	5.2	14	4.1	10	3.8	9	4.2	37	5.6	20	6.4	27	6.3	11	6.1	184	5.2
COMPOSITE RATING - COUNSELING		5.6		5.9		4.5		4.5		5.4		6.0		6.1		6.2		5.4
Percent of Students Rating Counseling Services 5.5 or more		40%		40%		40%		26%		58%		65%		63%		75%		49%

*Grade 10 Survey data were not reported.

APPENDIX B (Continued)

CLEVELAND PUBLIC SCHOOLS

Emphasis on Latin American Cultures

STUDENT SURVEY

Dear Student,

We are pleased that you are participating in the Emphasis on Latin American Cultures Project. We now wish to know how you feel about the program. Please answer these questions by putting an "X" on the line below the words which you feel best answer the question. If you believe the best answer lies between two answers given, mark a space between the two.

STUDENTS IN GRADES 7-8: BEGIN WITH PART I AND ANSWER ALL THE QUESTIONS.
PART I: The goal of the Latin Cultures Multicultural Classes is to help the student to appreciate and better understand his/her culture and the cultures of other people.

N = 122

	NOT VERY WELL			NOT SURE			VERY WELL	N.R.*
1. How well do you believe the Multicultural Classes have succeeded in teaching you to better understand your culture and the cultures of other people?	11 (9%)	1 (1%)	3 (2%)	18 (15%)	7 (6%)	17 (14%)	65 (53%)	0
2. How well do you believe the Multicultural Classes have succeeded in holding your interest?	6 (5%)	5 (4%)	7 (6%)	20 (17%)	11 (9%)	24 (21%)	43 (37%)	6
3. How well do you believe the Multicultural classes have helped you to appreciate your culture and the cultures of other people?	6 (5%)	2 (2%)	3 (2%)	16 (13%)	13 (11%)	5 (4%)	75 (63%)	2

STUDENTS IN GRADES 9-12: BEGIN WITH PART II AND ANSWER QUESTIONS 4 - 11.
PART II: A purpose of the Latin Cultures Program is to provide tutoring services to help students learn study skills necessary for success in school.

N = 205

	NO TUTORING	NOT VERY SUCCESSFUL			NOT SURE			VERY SUCCESSFUL
4. How successful do you believe the Latin Cultures tutors were in helping you with the school subjects in which you most needed help?	115 (56%)	7 (3%)	0 (0%)	2 (1%)	5 (2%)	3 (1%)	7 (3%)	69 (34%)
5. How successful do you believe the Latin Cultures tutors were in holding your interest during tutoring sessions?	95 (46%)	11 (5%)	2 (1%)	4 (1%)	27 (13%)	7 (3%)	16 (8%)	45 (23%)
6. How successful do you believe the Latin Cultures tutoring services were in helping you to improve skills necessary to do well in school?	84 (41%)	15 (7%)	2 (1%)	0 (0%)	16 (8%)	6 (3%)	9 (4%)	73 (36%)

*No Response

(OVER)

Latin Cultures Student Survey

Part III: Another goal of the Latin Cultures Project is to help the students to learn to get along well in the community and in school. The program provides counseling services to help achieve that goal.

N = 205

	NO COUNSELING	NOT VERY SUCCESSFUL			NOT SURE			VERY SUCCESSFUL
7. How successful do you believe the Latin Cultures counselors were in providing you with the kinds of counseling services you most needed?	27	28	2	0	28	8	15	97
	13%	14%	1%	0%	14%	4%	7%	47%
8. How successful do you believe the services of the Latin Cultures counselors were in helping you improve or keep your interest in school?	31	14	1	3	20	15	19	102
	15%	7%	1%	1%	10%	7%	9%	50%
9. How successful do you believe the Latin Cultures counselors were in providing services that helped you to learn to get along well in the community and in school?	15	25	1	4	39	9	13	99
	7%	12%	1%	2%	19%	4%	6%	48%

10. Please mark the box beside the name of the school you attend.

[60]	Callagher Junior High	[1]
[95]	Lincoln Junior High	[2]
[50]	Lincoln-West High	[3]

11. Please mark the box beside the grade you are in now.

[37]	Grade 7	[7]
[55]	Grade 8	[8]
[34]	Grade 9	[9]
[0]	Grade 10	[Ø]
[56]	Grade 11	[1]
[13]	Grade 12	[2]

Please give this questionnaire to your Latin Cultures Multicultural Class teacher before the end of this class period.

Thank you very much.

CLEVELAND PUBLIC SCHOOLS

Emphasis on Latin American Cultures

PARENT SURVEY

Dear Parent,

We are pleased that your child is participating in the Emphasis on Latin American Cultures Project. We now wish to know how you feel about the program. Please answer these questions by putting an "X" on the line below the words which you feel best answer the question. If you believe the best answer lies between two answers given, mark a space between the two.

IF YOUR CHILD IS IN GRADES 7-8, BEGIN WITH PART I AND ANSWER ALL THE QUESTIONS.
Part I: The goal of the Latin Cultures Multicultural Classes is to help the student to appreciate and better understand his/her culture and the cultures of other people.

N = 33

	NOT VERY WELL			NOT SURE			VERY WELL
1. How well do you believe the Multicultural Classes have succeeded in teaching your child to better understand his/her culture and the cultures of other people?	1 (3%)	—	—	3 (9%)	1 (3%)	3 (9%)	25 (76%)
2. How well do you believe the Multicultural Classes have succeeded in holding the interest of your child?	2 (6%)	—	—	6 (18%)	1 (3%)	2 (6%)	22 (67%)
3. How well do you believe the Multicultural classes have helped your child to appreciate his/her culture and the cultures of other people?	1 (3%)	—	—	2 (6%)	1 (3%)	4 (12%)	25 (76%)

IF YOUR CHILD IS IN GRADES 9-12, BEGIN WITH PART II AND ANSWER QUESTIONS 4 - 11.
Part II: A purpose of the Latin Cultures Program is to provide tutoring services to help students learn study skills necessary for success in school.

N = 43

	NO TUTORING	NOT VERY SUCCESSFUL			NOT SURE		VERY SUCCESSFUL		N.R.
4. How successful do you believe the Latin Cultures tutors were in helping your child with the school subjects in which he/she most needed help?	19 (44%)	3 (7%)	—	—	3 (7%)	—	1 (2%)	13 (30%)	4 (9%)
5. How successful do you believe the Latin Cultures tutors were in holding your child's interest during tutoring sessions?	19 (44%)	2 (5%)	—	—	8 (19%)	—	3 (7%)	8 (19%)	3 (7%)
6. How successful do you believe the Latin Cultures tutoring services were in helping your child to improve skills necessary to do well in school?	18 (42%)	2 (5%)	1 (2%)	1 (2%)	2 (5%)	—	2 (5%)	14 (33%)	

*No Response

(OVER)

Latin Clutures Parent Survey

Part III: Another goal of the Latin Cultures Project is to help the students to learn to get along well in the community and in school. The program provides counseling services to help achieve that goal.

N = 43

	NO COUNSELING	NOT VERY SUCCESSFUL			NOT SURE		VERY SUCCESSFUL		N.R.*
7. How successful do you believe the Latin Cultures counselors were in providing students with the kinds of counseling services they most needed?	1 2%	1 2%	1 2%	—	1 2%	—	6 14%	21 49%	2 5%
8. How successful do you believe the services of the Latin Cultures counselors were in helping students improve or keep their interest in school?	1 2%	1 2%	—	1 2%	9 21%	—	3 7%	27 63%	1 2%
9. How successful do you believe the Latin Cultures counselors were in providing services to students that helped them to learn to get along well in the community and in school?	1 2%	1 2%	1 2%	—	3 7%	—	6 14%	28 65%	3 7%

10. Please mark the box beside the nam the school your child attends?

23%	[10] Gallagher Junior High	[1]
65%	[28] Lincoln Junior High	[2]
9%	[4] Lincoln-West High	[3]
2%	1 NO RESPONSE	

11. Please mark the box beside the grade your chili now is in.

11

33%	[14] Grade 7	[7]
40%	[17] Grade 8	[8]
18%	[8] Grade 9	[9]
7%	[3] Grade 10	[Ø]
	[ ] Grade 11	[1]
	[ ] Grade 12	[2]
2%	1 NO RESPONSE	

Please ask your child to take this questionnaire to his/her Latin Cultures Multicultural Class teacher on the next school day.

Thank you very much.

*No Response